

Geography – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 3 Geography planning placed in context of long-term knowledge growth.

	Geographical Content and Enquiry Questions.	Concepts, Ideas and Language		Subject Rationale	Evidence Record
Year 3 - Wales	<p>Why is Wales wonderful?</p> <p>Outline locational Geography of Wales and the four countries that make up the UK and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of Wales. Compare to London/Mexborough/coastal regions to draw on previous learning.</p>	Location	<ul style="list-style-type: none"> - Locate Wales on a map. Use maps, including digital ones, and atlases appropriately by using contents and indexes. Use basic OS map symbols whilst looking at these maps. Understand and use 4 and 6 figure grid references. - Discuss the four countries and their major cities while learning about the location of Wales. Identify Wales as one of the four countries. - Know the difference between the British Isles, United Kingdom and Great Britain. - Discuss the sea which Wales connects to (Irish sea) it is surrounded by sea on three sides. - Analyse evidence and draw conclusions. For example, make comparisons between locations using photos, pictures, temperatures, population. Compare inner city Cardiff to rural Llanwrtyd in Powys which has the lowest population within a town in Wales. - Name and locate the main rivers within the UK (Severn, Thames, Trent, Great Ouse, Wye) Once they have been located, focus on the River Severn (Longest river in the UK by length). Locate the source (in the Cambrian Mountains of mid-Wales) and ends at the Severn Estuary within the Bristol channel. 	<p>In Year 2, the children located the four countries of the UK and the surrounding seas. The children will now use 4 and 6 figure grid references whilst locating areas on a map. The children previously compared their hometown and the areas studied during KS1. They will develop this by comparing Mexborough and London to areas within Wales.</p> <p>Children will develop their knowledge of geographical features by focusing on types of settlement and land use. They will study how people both damage and improve the environment and hold geographical debate, considering several different viewpoints, and their own, whilst making decisions.</p> <p>In Year 4, children will expand their knowledge of the UK to knowledge of Europe, primarily focusing on Spain. Children will ask and answer more geographical questions and use geographical resources to give detailed descriptions and opinions of the characteristics of locations in Spain.</p>	<p><i>Geographical sources of evidence:</i></p> <p>Maps (e.g. local maps, historical maps, google maps, google earth), atlases, globes, aerial images, photographs, audio recordings, video recordings, films, published books, newspapers and magazine clippings, letters, fieldwork objects (e.g. weather vane, barometer), temperatures, population data, landmarks.</p>
	<p>Physical features of Wales, including vegetation belts, rivers and mountains.</p> <p>Key human features, including types of settlement and land use and how they have changes over time. Provide explanations for the use of land.</p>		Place		
	<p>The impact of people on the environment.</p>	Physical Geography			

		<p style="text-align: center; color: red;">Human Geography</p>	<ul style="list-style-type: none"> - Identify the key human features around the locations studied in Wales. (Now including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water) - Describe and compare different features of the human geography in Wales, offering explanations for the location of some of these features. For example, there are more shops in Cardiff than Llanwrtyd because the population is much higher. - Discuss how human features have caused some problems for the coastal regions. For example, houses close to falling off cliffs and the rates of tourism causing problems to the physical features of the coast and wildlife. - Ask and answer geographical questions about the human characteristics of Wales. For example, what is causing the rates of erosion to increase? - Discuss coastal defences used in the coastal regions, including Tenby. - Discuss types of settlement in Wales. Identify the sparsely populated uplands which are surrounded by bands of gradually increasing population density which are heaviest on the coasts and English border. Discuss the pattern reflecting on the country's traditional agricultural regions and its more recent urban and industrial developments. - Discuss how the central heartland region has lost considerable population and how it retains much of its traditional culture and serves as a hearth for the Welsh language (Cymraeg). - Discuss land use. Agricultural use of land being the main use. In 2015 88% of the land area of Wales was utilised as agricultural land. National parks also cover a vast (around 20%) proportion of Wales. - Name and locate the vegetation belts across the UK (focusing on Wales). Explain how some of these have changed over time. 		<p>locational language.</p> <p>Geographical debate and ability to explain, ask and answer questions about geographical factors.</p> <p><u>Greater depth evidence:</u> Make geographical inferences through a variety of geographical sources.</p> <p>Make links using prior knowledge and ask/answer geographical questions.</p>
		<p style="text-align: center; color: red;">Sustainability</p>	<p>How do people both damage and improve the environment? Children are to use their knowledge of location, place and geographical features to answer the question. For example, over population and tourist activity is contributing to the increased rates of erosion in Tenby. However, the tourism industry provides work and increased demand for the businesses that are located there.</p> <p>Children are to identify and explain different views of people including themselves e.g. views of different sections of the community when developing a holiday resort. How would the farmers feel? How would the residents feel? How would the tourists feel? Identify how people both damage and improve the environment.</p>		

Optional links to the history topic:

Year 3 - Romans	Geographical Content and Enquiry Questions.	Concepts, Ideas and Language		Subject Rationale	Evidence Record
	Location of the Roman Empire.	Location	<ul style="list-style-type: none"> - Identify the coverage of the Roman empire on a map and globe. - Discuss the seas and oceans which surrounded the Roman empire. - Locate the trade routes used by the Romans. Plot journeys on a map/globe. - Analyse evidence and draw conclusions. For example, make comparisons between locations using maps. Discuss the empire expansion. - Discuss the development of trade, using the River Thames to bring in goods from other countries. 	<p>During this History topic, children will expand upon their previously acquired knowledge to support their understanding of the Romans. From Year 1 to 3, children have been developing their locational and place knowledge. They are aware of the location of countries within Europe and the Oceans and Seas which surround them.</p> <p>The pupils will also acquire new knowledge whilst combining geographical learning with their history topic. They will identify the spread of the Roman empire using maps and identify the changes made to Britain.</p>	<p><i>Geographical sources of evidence:</i> Maps (e.g. local maps, historical maps, google maps, google earth), atlases, globes, aerial images, photographs, audio recordings, video recordings, films, published books, newspapers and magazine clippings, letters.</p> <p>-Carry out e-learning. -Use the 8 compass points. -More accurate observational skills, maps and keys, compass directions and locational language.</p>
	Location of Roman invasions.				
	Location of trade routes.				
	Geographical similarities and differences between the Roman and Celtic lifestyles.				
	Roman influence on life today – geographical and human features.	Place			
	Physical Geography	<ul style="list-style-type: none"> - Identify and discuss the changes the Romans brought to Britain, both at the time and over time. For example, they brought lots of animals and plants to the country. Such as, sweet chestnut trees and chickens. 			
	Human Geography	<ul style="list-style-type: none"> - Identify and discuss the changes the Romans brought to Britain, both at the time and over time. For example, infrastructure such as roads and aqueducts (the Roman Baths in Bath). 			
	Sustainability				

Year 3 - Vikings	Geographical Content and Enquiry Questions.	Concepts, Ideas and Language		Subject Rationale	Evidence Record
	- Location of the Viking invasions.	Location	<ul style="list-style-type: none"> - Identify the countries raided and settled in by the Vikings. - Discuss the seas and oceans which surrounded the Viking areas of settlement. - Locate the trade routes used by the Vikings. Plot journeys on a map/globe. - Analyse evidence and draw conclusions. For example, make comparisons between locations using maps. Discuss the area of the Viking raids. 	<p>During this History topic, children will expand upon their previously acquired knowledge to support their understanding of the Vikings. From Year 1 to 3, children have been developing their locational and place knowledge. They are aware of the location of countries within Europe and the Oceans and Seas which surround them.</p> <p>The pupils will also acquire new knowledge whilst combining geographical learning with their history topic. They will identify the spread of Viking raids and settlements using maps and identify the changes made to Britain.</p>	<p><i>Geographical sources of evidence:</i> Maps (e.g. local maps, historical maps, google maps, google earth), atlases, globes, aerial images, photographs, audio recordings, video recordings, films, published books, newspapers and magazine clippings, letters.</p> <p>-Carry out e-learning. -Use the 8 compass points. -More accurate observational skills, maps and keys, compass directions and locational language.</p>
	- Location of settlement of invaders.				
	- Location of Viking fights and battles.				
	- Location of trade routes around Europe and far east Asia.				
- Viking influence on life today – geographical and human features.	Place				
- How the Vikings influenced the formation of England and Scotland.	Physical Geography	<ul style="list-style-type: none"> - Identify and discuss the changes the Vikings brought to Britain, both at the time and over time. For example, the development of using land effectively for farming. 			
	Human Geography	<ul style="list-style-type: none"> - Identify and discuss the changes the Romans brought to Britain, both at the time and over time. For example, the development of ships (longships) for trade. 			
	Sustainability				